DOCUMENT RESUME

ED 281 222 CS 210 447

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TITLE High School Proficiency Test Skill Array: Writing.
INSTITUTION New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE Sep 85
NOTE 42p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Academic Standards; Accountability; Competency Based Education; Content Area Writing; High Schools; *Mastery Tests; *Minimum Competency Testing; *Skill Development; Study Guides; *Test Coaching; Test Wiseness; *Writing Evaluation; Writing Exercises; Writing Instruction; *Writing Skills
IDENTIFIERS *New Jersey High School Proficiency Test

ABSTRACT

One of a series in reading, writing, and mathematics intended to acquaint teachers with the skills tested in each content area on the New Jersey High School Proficiency Test, this booklet on writing presents material that can be used in lesson planning, skills review, and practice testing. Following a report of the writing committee convened to assist in identifying the skills to be tested, the next two sections outline the writing skills assessed on the test--sentence structure, organization of ideas, editing, and essay writing--and furnish a description of the general conditions and the context in which each writing skill will be evaluated. The subsequent section contains extensive examples of high school proficiency test items from previous years, organized according to the four skill areas that are targeted in the initial sections. The booklet concludes with a feedback form for use by participating teachers to evaluate the booklet. (NKA)

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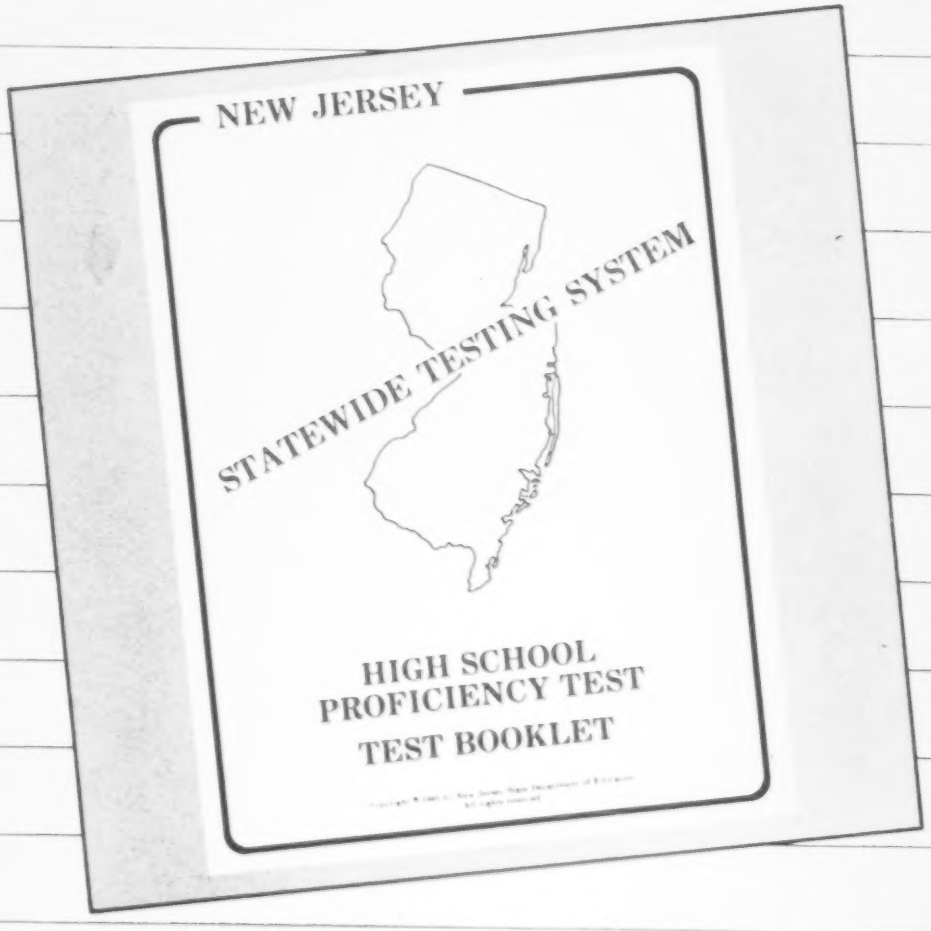

WRITING

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TEACHING LEARNING TESTING

New Jersey Department of Education, Division of General Academic Education

CS 210447

HIGH SCHOOL PROFICIENCY TEST SKILL ARRAY

WRITING

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September, 1985

PTM 400.98

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COMMISSIONER'S FOREWORD

The New Jersey State Department of Education has made a commitment to raise educational standards through the administration of a more rigorous test of basic skills, the High School Proficiency Test (HSPT).

It is crucial, therefore, that instruction to students at all grade levels be designed to provide the greatest possible opportunities for success. The skills examined by the HSPT are sequentially developed and learned starting in the primary grades. At this time we are placing a particular emphasis on grades 7, 8 and 9 to ensure that students in those grades will be adequately prepared. Subsequently we will focus on instruction in the elementary grades and secondary grades, 10 through 12. Principals and teachers in our secondary schools are responsible for the continued development of these basic skills, as well as remedial education, when necessary.

This booklet is designed for teachers, to make them more aware of the skills assessed on the HSPT so that they may better meet the needs of their students.

Saul Cooperman
Commissioner

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PURPOSE OF THE BOOKLET

This booklet on writing is one of a series in reading, writing and mathematics subject booklets produced to acquaint teachers with the skills tested in each content area on the High School Proficiency Test (HSPT). The booklet is a reference guide for teachers, particularly those who teach grades 7, 8 and/or 9.

WHAT IS INCLUDED

- The report of the writing committee which helped develop the test;
- The listing of the writing skills tested on the HSPT;
- The description of the conditions and context in which each skill is assessed; and
- The test items from the 1983-84 and the 1984-85 HSPT.

HOW THE BOOKLET CAN BE OF HELP

- The skills listed can be used in lesson planning and preparation of materials to ensure coverage of all skills throughout the year. Frequent writing activities in all subject areas will help students become more proficient in their writing ability and to recognize writing as a tool for learning.
- Test items can be used to model the context in which the skills will be assessed as well as serve as pre- and post-evaluation instruments.
- The skills listed can be traced through the school's textbook series to determine if all the skills are taught, the extent of coverage each skill receives and the continuity from one grade to another. (Individual publishers can provide correlations of their test objectives and text materials to the objectives of the New Jersey High School Proficiency Test.)

REPORT OF THE WRITING COMMITTEE

A test content committee for writing composed of members representing elementary, secondary and higher education; boards of education; business people and parents was convened in 1983 to assist the department in identifying the skills to be tested on the High School Proficiency Test. The skills reflect the Commissioner's charge to the committee that the HSPT test be more rigorous than the Minimum Basic Skills (MBS) test and that it help to establish higher educational standards in the state. The skills and competencies tested are those a student needs in grade nine in order to ultimately become a productive citizen in our society.

The content area committee, at its numerous meetings throughout the winter and spring of 1983, discussed and debated the unique problems inherent in administering a high school graduation test at the ninth grade level. Among its deliberations were the selection of evaluation criteria to determine which skills should be measured by the new test. Each skill area was considered for inclusion using the following criteria:

- Is the skill perceived to be important for all students to master?
- Is the skill likely to be taught and mastered by the end of grade nine?
- Is the skill important, but more likely to be taught and/or mastered after grade nine?
- Is the skill more appropriate for testing at primary and intermediate grade levels?
- Is the skill a recurring one to be tested using more sophisticated and complex problems and/or materials?

The writing committee emphasized the importance of writing across the curriculum and in all discipline areas and recommended that the writing test include a student writing sample as well as a multiple-choice section. Recognizing the importance of testing writing skills by actually having students write, the committee recommended that the essay portion of the test comprise 60 percent of the total writing score while the multiple choice section be weighted at 40 percent of the total.

Although the writing test is administered only to ninth graders, local districts should recognize their responsibility to monitor students' written language fluency in the primary and intermediate grades in order to prepare them for the grade nine test. Districts should assess student writing at all grade levels. This monitoring of student writing ability provides information about students' progress and an "early warning" of writing weaknesses.

The writing panel stressed that students should write frequently and for a variety of purposes and audiences. Much of younger students' writing is based on personal experience and self-expression. Since frequent experience in writing is essential for the development of students' writing skills, teachers are encouraged to use student journals, free writing exercises, and other writing activities which may or may not be graded. Students should be encouraged to generate a topic, plan a piece of writing, write and revise.

Regular experience in writing will increase students' confidence about writing and their competence. Writing in all content areas should be encouraged. Most of all, writing should be presented to students as more than a means of exhibiting knowledge or skill; it should be presented as a means of understanding one's self and one's world. Writing is a process of discovery.

Although the components of good writing are the same at every grade level, individual students differ in their levels of maturity. Some students will be able to make use of these components in their writing before others. The best measure of students' writing is the actual papers that students write. Therefore, teachers at all grade levels are encouraged to look to that source for information about their students.

WRITING SKILLS ASSESSED ON THE HIGH SCHOOL PROFICIENCY TEST

I. **Sentence Structure**

a. Select a sentence revision that corrects an error in sentence construction.

b. Combine ideas into a well-constructed sentence.

c. Select words that complete a partially constructed sentence. Reconstruct the sentence.

d. Select transition words to complete a paragraph.

e. Identify the error within a sentence containing a usage error.

II. **Organization of Ideas**

a. Select the main idea for a paragraph.

b. Select a detail that supports a main idea.

c. Identify a detail inappropriate to the main idea.

d. Reorganize sets of sentences into a logical order.

III. **Editing**

a. Proofread and identify a mechanical error in a writing sample.

b. Identify mechanical errors in a writing sample and select appropriate corrections.

IV. **Writing Sample**

a. Write an essay on a stated topic. The student will be able to generate a written response to a topic that requires him or her to reflect on personal experiences and ideas.

GENERAL CONDITIONS USED TO CONSTRUCT TEST ITEMS

WRITING CLUSTER I: Sentence Structure

The description of conditions and the context in which each writing skill will be assessed on the HSPT provides information that will be useful in the planning and presentation of instructional programs. It is imperative that all staff members be familiar with these skills as the children progress through the grades.

SKILL AREA	CONDITIONS USED TO CONSTRUCT TEST ITEM

I. Sentence Structure Overview

The student will be able to demonstrate knowledge of sentence structure by selecting sentence revisions which illustrate clarity of expression and appropriate knowledge of:

A) subordination and coordination
B) the correct use of modifiers
C) correct use of standard English

The student will be able to identify and correct errors in sentence construction:

1. The student will be able to use verbs correctly and consistently.

2. The student will be able to use standard written usage.

3. The student will be able to avoid sentence fragments and run-on sentences.

4. The student will be able to use pronouns correctly and consistently.

5. The student will be able to place modifiers and modifying phrases properly.

6. The student will be able to use comparative words correctly.

7. The student will be able to use parallel structure correctly.

WRITING CLUSTER I: Sentence Structure

SKILL AREA	CONDITIONS USED TO CONSTRUCT TEST ITEM
I. SENTENCE STRUCTURE	Sentence structure will be assessed using the following five conditions:
A. Select a sentence revision that corrects an error in sentence construction.	A. Given a sentence which may contain an error in sentence construction, the student will read the sentence and select the best correction from four possible choices. NOTE: 1. The error may be related to a word, a phrase or a full sentence. 2. The error within the sentence will be underlined. 3. The underlined word will be repeated as the first answer choice.
B. Combine ideas into a well-constructed sentence	B. Given several stated ideas, the student will read each idea and select the sentence which most effectively combines the information into a well-constructed sentence. NOTE: Discriminate between levels of difficulty for test items and internally structured items to reflect variety: 1. items in a series 2. compound sentences 3. phrases and clauses within sentences

CLUSTER I: Sentence Structure

SKILL AREA	CONDITIONS USED TO CONSTRUCT TEST ITEM
I SENTENCE STRUCTURE (continued)	
C. Select words that complete a partially constructed sentence. Reconstruct the sentence.	C. Given a sentence and a partial new construction of that sentence, the student will read what is given and select the words that correctly complete the newly constructed sentence. NOTE: The partial new construction of the given sentence will be underlined.
D. Select transition words to complete a paragraph.	D. Given a writing sample (a sentence or a paragraph), the student will read the writing sample and demonstrate an understanding of the relationship of ideas by selecting from four alternatives the appropriate transition for each incomplete sentence. NOTE: Test items will be structured to reflect: 1. comparison and contrast 2. cause and effect 3. chronology
E. Identify the error within a sentence containing a usage error.	E. Given a writing sample (a sentence or a paragraph) which may contain an error of usage, the student will read the writing sample and select the incorrect item. NOTE: The errors within the sentence or paragraph will be underlined.

CLUSTER II: Organization of Ideas

SKILL AREA	CONDITIONS USED TO CONSTRUCT TEST ITEM
II. ORGANIZATION OF IDEAS	
A. Select the main idea for a paragraph. The student will be able to select the best general statement (main idea) for a given set of related ideas.	A. Given a set of related ideas presented in paragraph format, the student will read the paragraph and select from four statements the most appropriate general statement (main idea) for that paragraph.
B. Select a detail that supports a main idea. The student will be able to substantiate a general statement (main idea) by selecting the appropriate statement of supporting detail.	B. Given a main idea presented in sentence format, the student will read the sentence and select from four possible supporting details that statement which best supports the main idea.
C. Identify a detail inappropriate to the main idea. The student will be able to relate details that substantiate a general statement (main idea) and identify details inappropriate to the main idea.	C. Given a set of related ideas presented in paragraph format, the student will read the paragraph and select from four statements the most inappropriate general statement (main idea).
D. Reorganize sets of sentences into a logical order. The student will be able to reorganize a set of ideas into a logical arrangement.	D. Given a set of sentences organized in a random manner, the student will read each sentence and logically reorganize the stated ideas by selecting from four sets of sentence combinations that set which most accurately constitutes a logical arrangement. NOTE: Test items will be structured to reflect: 1. time sequence 2. classification

CLUSTER III: Editing

SKILL AREA	CONDITIONS USED TO CONSTRUCT TEST ITEM
III EDITING	
A. Proofread and identify a mechanical error in a writing sample. The student will be able to proofread for the purpose of identifying common mechanical mistakes -- capitalization, punctuation and spelling.	A. Given a sample of writing (a sentence or a paragraph) that may contain mechanical errors, the student will read the writing sample and recognize the error from four underlined choices.
B. Identify mechanical errors in a writing sample and select appropriate corrections. The student will be able to proofread and identify common mechanical mistakes -- capitalization, punctuation and spelling.	B. Given a sample of writing (a sentence or a paragraph) that may contain mechanical errors, the student will read the writing sample and recognize the error from four underlined choices and select the appropriate correction for the given error.

NOTE:

Spelling Word Source:
Students' Essays - Field Test
(fall administration)
Students' Essays - HSPT
(spring administration)

The errors within the sentence or paragraph will be underlined.

CLUSTER IV: Writing Sample

SKILL AREA	CONDITIONS USED TO CONSTRUCT TEST ITEM

IV WRITING SAMPLE

A. Write an essay on the stated topic:

The student will be able to write a response to a topic that requires him or her to reflect on personal experiences and ideas.

NOTE:

1. Time allowance is provided for prewriting, writing and editing of the essay.
2. Every student will receive an essay topic sheet. The essay topic will be presented both in script and read aloud.
3. Students will be directed to write on the topic given and do their best to write a clear, well-organized essay, using their best written English.
4. Students are allowed to print their essay or use cursive writing.
5. A dictionary or any other reference material is not allowed during the test.

A. The essay topic selected will be one which allows a variety of student written responses.

In order to evaluate the appropriateness of topic, the following elements need to be considered as selection criteria:

1. The student understands the topic and produces a written response that allows for responsible appraisal.
2. The topic allows the student to respond with specific examples and supporting detail.
3. The topic elicits a range and variety of responses.
4. The topic provides for a statistically reasonable distribution of scores on a registered holistic scoring scale of 1 to 6.
5. The topic does not elicit highly emotional responses from either writer or reader.
6. The topic does not appear to favor any single group defined by gender or cultural background.
7. The topic allows the student's writing to exhibit quality, appropriateness, and enthusiasm of response.
8. The topic allows for a reasonable degree of scorer agreement.
9. The topic realistically sustains reader interest over a period of time.

HIGH SCHOOL PROFICIENCY TEST ITEMS -- 1983-84/1984-85

WRITING

This section contains test items that have been used in previous tests. Items are organized according to the four skill areas that were outlined in the preceding sections. Staff members may wish to utilize this information in planning and developing appropriate teaching activities.

I. SENTENCE STRUCTURE

A. Select correction for sentence structure error

Directions for questions 13 - 18:
Each sentence below has an underlined portion that may be correct or incorrect. Choose the answer you believe is correct.

13. As she walks along the path, she could see the lights of the city below.

A. walks
(B) walked
C. is walking
D. walk

14. He sat staring at the candle on the front porch, which he had just lighted.

A. He sat staring at the candle on the front porch, which he had just lighted.
B. On the front porch, which he had just lighted, he sat staring at the candle.
(C.) He sat on the front porch, staring at the candle which he had just lighted.
D. He lighted a candle on the front porch, which he sat staring at.

15. He is the park ranger who gave me a questioning look.

(A.) He is the park ranger who gave me a questioning look.
B. He is the park ranger who gave myself a questioning look.
C. He is the park ranger whom gave me a questioning look.
D. He is the park ranger who gave me a questioned look.

16. The principal gave the award to Mark and I.

A. to Mark and I.
(B.) to Mark and me.
C. to he and I.
D. to me and Mark.

17. I'm not sure why I laughed so loudly, looking back at that day.

A. I'm not sure why I laughed so loudly, looking back at that day.
B. Looking back at that day when I laughed so loudly, I'm not sure why.
C. I'm not sure why I laughed so loud, looking back at that day.
(D.) Looking back at that day, I'm not sure why I laughed so loudly.

18. Sally still thinks she should have won the award, seeing how she set a new school record.

A. seeing how she set a new school record.
B. seeing how she sat a new school record.
C. it being that she set a new school record.
(D.) since she set a new school record.

I. SENTENCE STRUCTURE

A. Select a sentence revision that corrects an error in sentence construction

Directions for questions 49-54:
Each sentence below has an underlined portion that may be correct or incorrect. Choose the answer you believe is correct.

49. Denise wants to go home early, being that she has a test tomorrow.

A. being that she has a test tomorrow.
B. seeing that she has a test tomorrow.
C. it being that she has a test tomorrow.
(D.) because she has a test tomorrow.

50. The moon is shining brightly tonight the breeze is blowing softly.

A. The moon is shining brightly tonight the breeze is blowing softly.
(B.) The moon is shining brightly tonight, and the breeze is blowing softly.
C. The moon shines brightly tonight the breeze blows softly.
D. The moon, shining tonight, with the breeze blowing softly.

51. Mr. Jacobs is the neighbor who recommended me for the job.

(A.) Mr. Jacobs is the neighbor who recommended me for the job.
B. Mr. Jacobs, is the neighbor, who recommended me for the job.
C. Mr. Jacobs is the neighbor whom recommended me for the job.
D. Mr. Jacobs is the neighbor whom recommended myself for the job.

52. I carried the largest of the two sizes.

A. largest
B. most large
(C.) larger
D. more large

53. In my printing class I learned typesetting, all about proofreading, and bookbinding.

A. all about proofreading
B. all about proofread
C. how to proofread
(D.) proofreading

54. Third prize in the science fair was awarded to Sara and me.

(A.) Sara and me.
B. myself and Sara.
C. she and I.
D. Sara and I.

B. Combine ideas into a well-constructed sentence

Directions for questions 7 - 12:
Choose the best way to combine the following ideas into one well-constructed sentence.

7. My favorite dessert is vanilla ice cream. I like it with hot fudge sauce. I like lots of whipped cream.

   A. My favorite dessert is vanilla ice cream, and I like hot fudge sauce and lots of whipped cream, too.

   B. My favorite dessert is vanilla ice cream, and hot fudge sauce, and lots of whipped cream.

   (C.) My favorite dessert is vanilla ice cream with hot fudge sauce and lots of whipped cream.

   D. My favorite dessert, vanilla ice cream, and hot fudge sauce and lots of whipped cream.

8. John's father has large hands. John has large hands. John is like his father.

   (A.) John has large hands like his father's.

   B. John's hands, and his father, are large.

   C. John's hands are like his father's.

   D. John's hands are large, like his father, whose hands are large.

9. The candidate promised more jobs. The candidate promised better day care programs. The candidate promised to reduce taxes.

   A. More jobs, better day care programs and reduced taxes promised the candidate.

   (B.) The candidate promised more jobs, better day care programs, and reduced taxes.

   C. The candidate promised more jobs, providing better day care programs, and reducing taxes.

   D. The candidate promised more jobs, better day care programs, and reducing taxes.

10. The dog was growling in anger. Sheila saw the dog. Sheila approached the house.

    A. Sheila saw the dog approaching the house, the dog growling in anger.

    B. Growling in anger, Sheila saw the dog as she approached the house.

    C. Sheila saw the dog as she approached the house, growling in anger.

    (D.) Sheila saw the dog growling in anger as she approached the house.

11. He needed help badly. He had a flat tire. He needed someone to help him.

    (A.) He badly needed someone to help him change the flat tire.

    B. He needed someone to help him badly to change the flat tire.

    C. He needed someone to help him change the flat tire badly.

    D. In order for him to change the flat tire, badly he needed help.

12. Joan was determined to play softball. Joan had a broken finger.

    A. Joan was determined to play softball and have a broken finger.

    B. Joan was determined to play softball, and she had a broken finger.

    (C.) Although she had a broken finger, Joan was determined to play softball.

    D. Joan had a broken finger and was determined to play softball.

B. Combine ideas into a well-constructed sentence

Directions for questions 7-12:
Choose the best way to combine the following ideas into one well-constructed sentence. Keep the meaning of the original sentences.

7. To make ice cream you need cream. To make ice cream you need sugar. To make ice cream you need flavoring.

   A. Cream, sugar, and flavoring you need to make ice cream.
   B. Ice cream making, you need cream, sugar, and flavoring.
   C. To make ice cream you need cream and sugar, and you have to put in flavoring.
   (D.) To make ice cream you need cream, sugar, and flavoring.

8. Robert was determined to go to the dance. Robert had twisted his ankle.

   A. Robert had twisted his ankle and was determined to go to the dance.
   (B.) Although Robert had twisted his ankle, he was determined to go to the dance.
   C. Robert was determined to go to the dance and to twist his ankle.
   D. Robert was determined to go to the dance and he had twisted his ankle.

9. My sister is determined to study harder. My sister is determined to lose 5 pounds. My sister is determined to make the soccer team.

   A. To study harder, to lose 5 pounds, and to make the soccer team is what has been determined by my sister, to do.
   B. My sister is determined to study harder, losing 5 pounds, and making the soccer team.
   (C.) My sister is determined to study harder, to lose 5 pounds, and to make the soccer team.
   D. My sister, who is determined to study harder, lose 5 pounds, and make the soccer team.

10. This year I bought a ten-speed bike. Last year I had a three-speed bike. The ten-speed bike is much better.

   (A.) This year I bought a ten-speed bike, which is much better than the three-speed bike I had last year.
   B. Much better than my three-speed bike, my ten-speed bike, I just got this year.
   C. Last year I had a three-speed bike, but much better I bought a ten-speed bike this year.
   D. Compared with the three-speed bike I had last year, this year I bought a ten-speed bike, which is much better.

11. Ellen's mother is tall. Ellen is like her mother. Ellen is tall.

   A. Ellen is tall, like her mother, who is also tall.
   B. Ellen is tall and her mother is also tall.
   (C.) Ellen is tall like her mother.
   D. Ellen is just like her mother.

12. My cousin and I plan to travel cross-country. We plan to travel by car. We plan to travel when we graduate from college.

   A. My cousin and I plan to travel cross-country when we graduate from college. traveling by car.
   (B.) My cousin and I plan to travel cross-country by car when we graduate from college.
   C. My cousin and I plan to travel cross-country by car, and we also plan to graduate from college.
   D. Traveling by car and graduating from college, my cousin and I plan to go cross-country.

C. Complete a new sentence from an old sentence and a partial reconstruction of the sentence

Directions for questions 1 - 6:
Choose the words that best complete the newly constructed sentence. Keep the meaning of the original sentence.

1. The movie received a bad review, but we went to see it anyway.

   Rewrite the sentence, beginning with:

   We went to see the movie

   A. and it received a bad review.
   (B.) even though it received a bad review.
   C. because it received a bad review.
   D. but it received a bad review.

2. Learning algebra is very hard, so Mr. Wilson helps his students.

   Rewrite the sentence, beginning with:

   Mr. Wilson helps his students

   A. so algebra is very hard to learn.
   (B.) because learning algebra is very hard.
   C. and learning algebra is very hard.
   D. although learning algebra is very hard.

3. Wanting a seat by a window, we went to the train station early.

   Rewrite the sentence, beginning with:

   We went to the train station early

   (A.) since we wanted a seat by a window.
   B. to want a seat by a window.
   C. and want a seat by a window.
   D. wanted a seat by a window.

4. Our football team will beat South High as long as Juan is able to play.

   Rewrite the sentence, beginning with:

   If Juan is able to play,

   A. therefore our team will beat South High.
   B. and our football team will beat South High.
   C. so that South High's football team is beaten.
   (D.) our football team will beat South High.

5. The gym can hold only six hundred people, and they expect two thousand for the concert.

   Rewrite the sentence, beginning with:

   They expect two thousand people for the concert,

   A. because the gym can hold six hundred.
   B. and so the gym can hold only six hundred.
   (C.) but the gym can hold only six hundred.
   D. because at least six hundred can be held in the gym.

6. Having lost our way, Dolores and I were the last people to arrive at the party.

   Rewrite the sentence, beginning with:

   Dolores and I were the last people to arrive at the party

   (A.) because we lost our way.
   B. and we lost our way.
   C. losing our way.
   D. to get lost on our way.

C. Select words that complete a partially constructed sentence

Directions for questions 1-6:
Choose the words that best complete the newly constructed sentence. Keep the meaning of the original sentence.

1. Our car had a flat tire, so I was late to school this morning.

   Rewrite the sentence, beginning with:

   I was late to school today

   A. being that our car had a flat tire.
   (B.) because our car had a flat tire.
   C. but our car had a flat tire.
   D. and our car had a flat tire.

2. My father disliked the book, but I want to read it anyway.

   Rewrite the sentence, beginning with:

   I want to read the book

   A. because my father disliked it.
   B. the one my father disliked.
   (C.) even though my father disliked it.
   D. and my father disliked it.

3. History is my favorite subject, although I don't like studying about wars.

   Rewrite the sentence, beginning with:

   I don't like studying about wars,

   (A.) but history is my favorite subject.
   B. history is my favorite subject.
   C. so history is my favorite subject.
   D. history being my favorite subject.

4. I will get a good grade in English as long as I write a good book report.

   Rewrite the sentence, beginning with:

   If I write a good book report,

   A. so that I will get a good grade in English.
   B. then I got a good grade in English.
   (C.) I will get a good grade in English.
   D. and I will get a good grade in English.

5. Having read the schedule incorrectly, Susan arrived an hour early for the movie.

   Rewrite the sentence, beginning with:

   Susan arrived an hour early for the movie

   A. reading the schedule incorrectly.
   (B.) since she read the schedule incorrectly.
   C. and she read the schedule incorrectly.
   D. although she read the schedule incorrectly.

6. Learning to type was very hard, but I am glad I did.

   Rewrite the sentence, beginning with:

   I am glad I learned to type

   A. because it was very hard.
   B. so it was very hard.
   C. and it was very hard.
   (D.) although it was very hard.

D. Select transition words to complete a paragraph

Directions for questions 25 - 30:
Read the paragraphs below. Choose the word that best completes each sentence. You may use the same word more than once.

25-27. To be a skillful debater, you must be able to argue both sides of an issue. (25) ___(B)___ study the side that you will defend. (26) ___(A)___ test your position with arguments from the opposing side. (27) ___(C)___ this may become a tedious task, it is usually the most prepared debater who wins.

A. Then
B. First
C. Although
D. Otherwise

28-30. (28) ___(C)___ most drivers know that it is against the law to drive under the influence of alcohol, driving while intoxicated continues to be a serious problem. (29) ___(D)___ , the number of highway deaths due to drunken driving has been increasing. Authorities are attempting to identify and remove the drunken driver. (30) ___(A)___ , more and more drivers are being stopped for a routine check.

A. As a result
B. Since
C. Although
D. In fact

D. Select transition words to complete a paragraph

25-27. Writing well is not difficult if you follow a few simple rules. (25) ___C___ , you must always think of your reader and try to make what you write as clear and interesting as possible. (26) ___D___ , you should avoid being wordy. (27) ___B___ you follow these rules, you will always write well.

A. However
B. If
C. First
D. Second

28-30. Becoming an expert at anything is difficult. (28) ___C___ many people believe that you can master a skill just by reading about it in books, this is not sufficient. (29) ___B___ , to master any skill, you must understand the tasks involved. (30) ___A___ you must practice the skill until it becomes natural to you.

A. Then
B. First
C. Although
D. However

E. Select the error from a paragraph containing a usage error

Directions for questions 19 - 24:
Read each sentence. Find the underlined section that contains an error. Mark the letter for the location of the error.

19. Sarah thinks (A) her friend's (B) are better (C) players than they really are (D).

A. A
(B) B
C. C
D. D

20. Dwayne and me (A) have to write (B) a report on New Jersey's (C) most (D) productive industry.

(A) A
B. B
C. C
D. D

21. The worse (A) musicians (B) in our band are (C) Chris and I (D).

(A) A
B. B
C. C
D. D

22. Most (A) of the students in my class are (B) reading a real (C) good novel about diving (D) around sunken ships.

A. A
B. B
(C) C
D. D

23. Students in our French (A) class like (B) reading better (C) than to work (D).

A. A
B. B
C. C
(D) D

24. Because Tyrone is really (A) afraid of snakes, he (B) don't (C) want to go hiking with us (D).

A. A
B. B
(C) C
D. D

E. Identify the error within a sentence containing a usage error

Directions for questions 31-36:
Read each sentence. Find the underlined section that contains an error. Mark the letter for the location of the error.

31. The report that Bruce and him (A) wrote (B) on New Jersey's (C) wildlife was the best (D) in the class.

(A) A
B. B
C. C
D. D

32. The tallest (A) players (B) on our team are (C) Mike and me (D).

A. A
B. B
C. C
(D) D

33. Ellen thinks her younger (A) brother's (B) can't (C) do anything (D) right.

A. A
(B) B
C. C
D. D

34. If you ever (A) want to read a real (B) good (C) book, read the one I just finished (D) in English class.

A. A
(B) B
C. C
D. D

35. Each (A) of the three girls was (B) sure that she (C) had the higher (D) score on the exam.

A. A
B. B
C. C
(D) D

36. I like (A) speaking Spanish (B) better than (C) to write (D) it.

A. A
B. B
C. C
(D) D

II. ORGANIZATION OF IDEAS

A. Select the main idea for a paragraph

Directions for questions 31 - 36:
Read each paragraph. Choose the statement that best expresses the general idea of the paragraph.

31. The Appalachian Trail is the world's longest footpath. It extends 2,100 miles from Springer Mountain in Georgia to Mount Katahdin in Maine. The Trail was begun in 1922 and since then has always been marked and maintained by thousands of volunteers. Over 200 people walk the entire 2,100 miles each year.

A. Over 200 people walk the entire Appalachian Trail each year.
B. The Appalachian Trail crosses both public and private land in many states.
(C.) The Appalachian Trail is not only long but also well traveled.
D. In New Jersey, land for the Appalachian Trail was bought with money raised by volunteers.

32. If you take a walk in a city park on a warm afternoon, you will see people playing baseball, riding horses, and jogging. There are also children playing in sandboxes and on slides and swings. Family groups gather for picnics, lounging on the grass, and setting up their barbeque grills. Young people gather to listen to and play music, and dogs prance about everywhere.

A. Parks are a good place to play baseball.
(B.) People enjoy different activities in city parks.
C. Riding horses in the park is permitted.
D. Dogs like to go to the park on warm days.

33. Many people are afraid to work with computers because they think they're difficult to use. People should realize, however, that they don't have to know any more about electronics to play computer games than they have to know about sound reproduction to operate a phonograph. Most home computers are meant to be used by people who don't know about electronics or programming.

A. Electronics is difficult for most people to learn.
B. Computers work just like phonographs.
C. Anyone can write a computer program.
(D.) Computers can be very easy to use.

34. Many people believe that rattlesnakes live only in the West. They are very common, however, throughout the eastern states. While walking through the Pine Barrens, hikers sometimes see them sunning themselves on cool spring mornings. Because rattlesnakes fear the presence of people, they limit themselves to unpopulated areas. However, hikers have spotted them in remote regions.

A. Rattlesnakes try to avoid people as much as possible.
(B.) Rattlesnakes are common in many areas of the United States.
C. Most people don't know what to do when they see a snake.
D. Rattlesnakes like to lie in the sun and make rattling noises.

35. Throughout time, some people have believed that dreams have a power to foretell the future. Some people believe that dreams are our brains' way of reducing tension. Still others believe that we dream in order to rearrange in a meaningful way the things that happen to us. Scientists study what happens to the brain during dreams to learn about brain functioning.

(A.) There are many different ideas about why we dream.
B. All dreams foretell future events.
C. The purpose of dreams is to reduce tension.
D. Scientists learn about brain functions through dreams.

36. George Orwell was an English writer who was deeply concerned about the conditions in which people lived. He wrote factual books about the problems of workers and the lives of very poor people. He also wrote about colonial government and about the Spanish Civil War, all based on his own experiences. His most famous books, Animal Farm and 1984, are both political novels.

(A.) Orwell was deeply concerned about people.
B. Orwell was interested only in the lives of poor people.
C. Many writers do not write both novels and factual books.
D. Orwell is most famous for writing Animal Farm and 1984.

II. ORGANIZATION OF IDEAS

A. Select the main idea for a paragraph

Directions for questions 37-42:
Read each paragraph. Choose the statement that best expresses the general idea of the paragraph.

37. Cats do many things that reflect their background as hunters. For example, they often sleep during the day and stay awake much of the night as their ancestors did. They love to pounce on small moving objects. Of course, they also watch the movements of small animals such as birds and fish with great fascination.

A. Cats love to watch birds and other animals.
B. Cats must hunt to survive.
(C.) Cats still behave much like hunting animals.
D. Cats are very playful and affectionate pets.

38. Yesterday, on his way home from work, my father realized he didn't have his keys with him. He was pretty sure he had left them at the office. He couldn't go back to get them, though, because his office keys were on the same key ring. Since no one was home, he had to wait at our next-door neighbors' house for almost an hour before we arrived home.

(A.) My father was locked out of the house because he left his keys at the office.
B. No one was at my father's office yesterday evening.
C. My father spent an hour at our next-door neighbors' house yesterday.
D. Yesterday my father dropped his keys on his way home from the office.

39. There is a large population of black bears in the forests and suburban areas of northern New Jersey. Not many people know it, however, because the bears are good at keeping out of people's way. In one instance, a mother bear and her cubs spent the winter burrowed into a hillside. They were right under a highway, but no one even knew they were there.

(A.) There are bears in New Jersey, but they keep away from people.
B. Black bears live in the forest to keep away from people.
C. Bears burrow their dens into hillsides.
D. Female bears and their cubs spend the winter in their dens.

40. Honoré de Balzac was a French novelist who lived in the early nineteenth century, a time of rapid social change. He wrote over ninety novels in which he attempted to depict all of French society of his time, from the very rich to the very poor. His great work, The Human Comedy, is a vast collection of novels that describes the life of his time in fine detail.

A. Balzac set out to be the father of the modern novel.
B. Balzac wrote about very poor people.
C. Balzac lived in a time of social change.
(D.) Balzac wrote about all aspects of French life.

41. If you are interested in a dynamic and satisfying career, consider nursing. Today's nurses do not all work in hospitals—they work in factories, schools, and offices and have their own private practices. They help to deliver babies, and they visit sick people in their homes to teach them how to care for themselves. More and more men are becoming nurses because of the excellent opportunities open to them.

A. More and more men are becoming nurses.
B. Many nurses are trained to deliver babies.
C. Nurses today work in offices as well as hospitals.
(D.) Opportunities for nurses have been expanding.

42. It is easy to grow new plants from cuttings of old ones; many houseplants can be grown that way. Select fresh, healthy green stems and cut them off a few inches below the tips. Then strip off the lower leaves because the plants will form new roots at the places where the leaves grew. Put the cuttings right into soil in flowerpots, water them sparingly, and in a few weeks you will have a new young plant.

A. Roots grow from leaf joints.
(B.) Plants can be grown from cuttings.
C. It takes several weeks for roots to form.
D. The lower leaves of cuttings should be pulled off.

B. Select a detail that supports a main idea

Directions for questions 37 - 42:
Choose the best supporting detail for the main idea expressed by the sentence in the box.

37. My youngest brother was frightened on his first day of school.

- A. My father was afraid of school when he was younger.
- B. He already knew the alphabet.
- (C.) He cried and clung to my father's hand.
- D. The teacher was friendly and encouraging.

38. I think the abandoned factory is on fire.

- (A.) I saw smoke coming from the building.
- B. My sister walked past the building.
- C. The building was condemned years ago.
- D. The building does not have a fire alarm.

39. My best subject in school is math.

- (A.) I always get good grades on math tests.
- B. I don't like studying foreign languages.
- C. All my friends like math, too.
- D. My sister majors in math in college.

40. The city water commission is deciding whether to replace most of our water pipes.

- A. The new pipes will be paid for through the sale of bonds.
- B. There are 10 members on the city water commission.
- C. The newspaper ran a front-page article on the commission meeting.
- (D.) The engineer's report said that the pipes were in bad condition.

41. The Sears Tower in Chicago is the world's tallest building.

- A. It was built after the Empire State Building.
- (B.) It is 1,454 feet tall.
- C. It is in the "Loop" of downtown Chicago.
- D. A taller building may soon be built.

42. My mother liked the birthday present we bought her.

- (A.) She hugged us and told us how happy she was.
- B. We spent more than sixteen dollars.
- C. It took a whole afternoon to select it.
- D. My aunt has the same thing and suggested we get it.

B. Select a detail that supports a main idea

Directions for questions 43-48:
Choose the best supporting detail for the main idea expressed by the sentence in the box.

43. My sister is older than my brother.

(A.) She was born two years before he was.
B. She is four years older than I am.
C. She is the same age as our oldest cousin.
D. She started to go to school in 1971.

44. I think it's going to rain soon.

A. It was raining all day yesterday.
B. I had planned to go on a picnic this afternoon.
(C.) The clouds are black, and I heard thunder.
D. I am going to take my umbrella with me to school.

45. Ellen is the best qualified candidate for class president.

A. She is very pretty and has long black hair.
(B.) She has represented us well on the student council.
C. She is a good friend of mine.
D. She has a job after school.

46. Newark has the highest population of any city in New Jersey.

A. Newark is very close to New York.
B. My brother goes to college in Newark.
C. Trenton is the capital of New Jersey.
(D.) Over 300,000 people live in Newark.

47. The Firemen's Parade is the biggest event of the summer in Middletown.

A. The Middletown Chamber of Commerce sponsors the parade.
B. My sister is in one of the bands this year.
(C.) Fire trucks and bands from many towns participate in the parade.
D. I always watch the parade from the school playground.

48. The local newspaper endorsed Mayor Smith for governor.

A. The article was reprinted in Mayor Smith's campaign literature.
B. Many people are going to vote for her.
(C.) An editorial in the paper supported her.
D. The paper always endorses candidates of her party.

C. Select a detail inappropriate to the main idea

Directions for questions 43 - 48:
Read each paragraph. Choose the sentence that does not belong in the paragraph. Mark the letter of the sentence you choose.

43. The Pulitzer Prizes have been awarded since 1917. (A) Prizes are given in journalism, letters (including history, fiction, poetry, and drama), and music. (B) The playwright Eugene O'Neill won the drama prize in four different years. (C) In 1951 Marguerite Higgens became the first woman to win a Pulitzer as a foreign correspondent. (D) I would like to become a foreign correspondent.

A. A
B. B
C. C
(D.) D

44. The ancient Greek Olympic Games, held every four years, combined athletic, patriotic, and religious events. (A) The games took their name from the city of Olympia, where the first event, a 200-yard race, was held. (B) The 1984 Olympics will be held in Los Angeles. (C) The ancient Olympics were one of four festivals that brought citizens of all Greek cities together for festive celebrations. (D) The ancient Olympics were held from 776 B.C. to A.D. 394.

A. A
(B.) B
C. C
D. D

45. The English language contains some interesting words for naming groups of animals. (A) For example, normally a group of cows or sheep is called a herd, but it can also be called a drove. (B) The word for a group of cats is a clowder; for lions, a pride. (C) Prides can still be seen in the wild in East Africa. (D) A group of goldfinches is called a charm, and a group of geese is a gaggle.

A. A
B. B
(C.) C
D. D

46. The United States has been slow to adopt the International System of measurement, which includes the meter as the unit of length. (A) An inch is approximately the length of the first joint of your thumb. (B) The International System is used by scientists all over the world. (C) It is also the everyday system of weights and measure in most countries. (D) Today, the International System is slowly gaining in popularity in the United States.

(A.) A
B. B
C. C
D. D

47. Running has quickly become one of our most popular sports. (A) People of all ages run, both to get in shape and to stay in shape. (B) Tennis is also very popular with a lot of people. (C) Thousands of runners enter marathon races in major cities, such as New York and Philadelphia. (D) Even more people gather to cheer on the participants in these events.

A. A
(B.) B
C. C
D. D

48. It seems as if no one ever wears a plain T-shirt anymore. (A) People have always worn school or college shirts, but now there are shirts with the names of cities, countries, and even streets. (B) Shirts with pictures of rock stars are popular, of course, but so are shirts for classical music events. (C) There are even shirts proclaiming their wearers' professions, hobbies, or personal messages. (D) Some people also have luggage with the name of the designer on it.

A. A
B. B
C. C
(D.) D

C. Identify a detail inappropriate to the main idea

Directions for questions 13-18:
Read each paragraph. Choose the sentence that does not belong in the paragraph as it is written. Mark the letter of the sentence you choose.

13. An almanac is a thick book that contains a wealth of information. (A) A dictionary defines words and tells you how to pronounce them. (B) If you want to know the hundred tallest buildings in the world, or the hundred biggest cities, the almanac will tell you. (C) It presents sports records and can tell you who won the Grammy awards last year. (D) The almanac is a good first place to look for information on a wide variety of different topics—and it is also fun to read.

(A) A
B. B
C. C
D. D

14. Robert E. Peary was the discoverer of the North Pole. (A) He made his first attempt to reach the Pole in 1893, and he traveled farther and farther north in later expeditions. (B) The South Pole was discovered in 1911. (C) Peary reached the North Pole on April 6, 1909. (D) He, another explorer, and four Eskimos were the only members of their team to reach the Pole, where they built an igloo and remained for 36 hours.

A. A
(B) B
C. C
D. D

15. My father was the first person in our family to start jogging. (A) My father is an auto mechanic. (B) He runs because it is good for his heart and lungs. (C) Soon my mother started running because she wanted to stay in shape. (D) Then I started too because it gave us all some time to be together.

(A) A
B. B
C. C
D. D

16. There are 850 active volcanoes in the world. (A) Most of them lie along the so-called "Ring of Fire," the earthquake and volcano zone that encircles the Pacific. (B) The "Ring of Fire" runs along the boundaries between the Pacific plate and the continental plates of the earth's crust. (C) Active volcanoes are found in Indonesia, Japan, the Aleutian Islands, and Central America. (D) Mount St. Helens, in Oregon, erupted in 1982.

A. A
B. B
C. C
(D) D

17. The Indians who were the original inhabitants of the eastern United States led bountiful lives. (A) The women were the farmers, and they grew corn, beans, and squash in well-tended gardens. (B) The women and children also gathered nuts, roots, and berries. (C) The men were hunters and fishermen, and they provided meat for winter storage. (D) The Mohawk Indians were one of the Five Nations, a confederation of Eastern tribes.

A. A
B. B
C. C
(D) D

18. For thousands of years, books were made by hand. (A) Scribes produced new books by copying old ones, word by word. (B) They also drew beautiful colored illustrations, called illuminations. (C) Printing was introduced in Europe in the fifteenth century. (D) The books the scribes made were written on parchment, a specially prepared animal skin.

A. A
B. B
(C) C
D. D

D. Reorganize sets of sentences into a logical order

Directions for questions 49 - 54:
Read each numbered sentence. Choose the best order to arrange the sentences into a logical paragraph.

49.
1. At the first traffic light, you'll see a red brick house on the corner.
2. To get to my house, turn right after you leave the school and walk straight for three blocks.
3. Walk down that street until you see a house with a blue porch – that's my house.
4. Turn left there.

(A) 2 - 1 - 4 - 3
B. 2 - 3 - 1 - 4
C. 3 - 4 - 1 - 2
D. 1 - 2 - 3 - 4

50.
1. If the boots fit properly, you will have plenty of room to move your toes.
2. When buying boots, consider these tips.
3. Because boots feel very different from everyday shoes, try on several pairs to get the feel of them first.
4. Correctly fitting boots are very important – no one wants blisters out on the trail.
5. Always try on boots with the socks you intend to wear while hiking.

A. 5 - 1 - 2 - 3 - 4
B. 4 - 5 - 2 - 1 - 3
(C) 4 - 2 - 5 - 3 - 1
D. 1 - 2 - 5 - 4 - 3

51.
1. Later in the afternoon we went to a great hockey game at Madison Square Garden.
2. We headed straight for the Empire State Building to see the view.
3. I remember the first time my friends and I spent a day in New York City.
4. Then we had to rush back to the Port Authority Bus Terminal to catch the bus home.

A. 3 - 4 - 2 - 1
(B) 3 - 2 - 1 - 4
C. 2 - 3 - 1 - 4
D. 2 - 1 - 4 - 3

52.
1. They arrived by crossing a land bridge between Siberia and Alaska.
2. The first inhabitants of the New World are believed to have arrived from Asia thousands of years ago.
3. From Alaska, these ancestors of the Indians spread out over North and South America.
4. After the last Ice Age, this bridge was engulfed by the sea.

A. 2 - 4 - 1 - 3
B. 1 - 3 - 2 - 4
C. 1 - 2 - 3 - 4
(D) 2 - 1 - 4 - 3

53.
1. Settlers also grew rich from huge schools of fish in the river.
2. In earlier times, however, when the Hudson River was a main highway, this narrow strip of land was densely settled.
3. Firewood for river steamboats and New York mansions was cut on top of the cliff and pitched down to the river below.
4. Today we think of the Palisades of northern New Jersey as steep, inaccessible cliffs.

A. 2 - 1 - 3 - 4
B. 4 - 1 - 3 - 2
(C) 4 - 2 - 3 - 1
D. 1 - 2 - 4 - 3

54.
1. For example, English is becoming the universal language of scientists and technicians.
2. For hundreds of years, scholars from all over the western world communicated in a common language – Latin.
3. In the arts, French is the common language for ballet, and Italian serves the same purpose for music.
4. Today the use of Latin has decreased, but other languages have taken its place.

A. 1 - 3 - 2 - 4
B. 4 - 3 - 2 - 1
C. 3 - 4 - 2 - 1
(D) 2 - 4 - 1 - 3

D. Reorganize sets of sentences into a logical order

Directions for questions 55-60:
Read each numbered sentence. Choose the best order to arrange the sentences into a logical paragraph.

55.
1. Next is the hardest part – actually practicing your driving in a car.
2. Then you have to study safety rules and pass a written test.
3. To get your driver's license, first you have to fill out an application.
4. Finally you take a road test and, if all goes well, you will get your license.

A. 2 - 3 - 1 - 4
B. 3 - 2 - 4 - 1
(C.) 3 - 2 - 1 - 4
D. 3 - 4 - 1 - 2

56.
1. Many states are passing laws that require stores to collect a deposit on soft-drink cans and bottles.
2. Other people think deposits are a bad idea because they raise the price of soft drinks.
3. Many people believe that this discourages people from littering.
4. Deposits are intended to encourage people to return the containers to the store so they can get their money back.

A. 1 - 2 - 3 - 4
(B.) 1 - 4 - 3 - 2
C. 3 - 2 - 4 - 1
D. 4 - 3 - 2 - 1

57.
1. Melt butter and add vanilla, then mix in sugar and boil for five minutes.
2. Pour the mixture into a pan and put it in the refrigerator to cool.
3. This is how I make my prize-winning fudge.
4. When it's solid, eat!
5. Next, add a bag of semisweet chocolate bits and mix well.

A. 1 - 3 - 4 - 2 - 5
B. 1 - 2 - 5 - 3 - 4
(C.) 3 - 1 - 5 - 2 - 4
D. 3 - 4 - 5 - 2 - 1

58.
1. These are used in business and research, and are much harder to learn than BASIC.
2. BASIC is a computer language that is used with most personal computers and is easy to learn.
3. Other computer languages include COBOL, Pascal, and Fortran.
4. It is easy because it has a simple "grammar" and resembles English.

(A.) 2 - 4 - 3 - 1
B. 2 - 3 - 1 - 4
C. 1 - 2 - 4 - 3
D. 3 - 1 - 2 - 4

59.
1. After that we took the ferry to the Statue of Liberty.
2. We headed straight for the World Trade Center to see the view from the top.
3. Last Saturday, my brother and I went to New York City for the day.
4. We had to eat on the run as we rushed to the subway station to get the train home.

(A.) 3 - 2 - 1 - 4
B. 3 - 1 - 2 - 4
C. 2 - 3 - 1 - 4
D. 2 - 1 - 4 - 3

60.
1. Inside the terminal there were people of many different nationalities, talking in many different languages.
2. When my sister Karen came back from vacation this year, I went to the airport to meet her.
3. At last, my sister's plane arrived and we saw her through the crowd.
4. The airport is a busy and crowded place, as I learned when it took us half an hour to park the car.
5. As we waited for her luggage, Karen told me all about her trip.

A. 2 - 4 - 1 - 5 - 3
B. 4 - 2 - 1 - 3 - 5
C. 4 - 1 - 2 - 5 - 3
(D.) 2 - 4 - 1 - 3 - 5

III. EDITING

A. Recognize mechanical error in a writing sample

Directions for questions 55 - 60:
Proofread each paragraph and find the error that should be corrected. Mark the letter that indicates where the error is located.

55. The school election was over, and Bill Daley had won. Joe's classmates tried to console him. "I could have won with more effort," he said. Joe made sure he told his friends that he was greatful for their help. Maybe he would try again next year.

A. school election
B. Joe's classmates
C. friends
(D.) greatful

56. My neighbor, Paul, published his first book in november. Reporters have been coming to his house to interview him! I saw Paul yesterday and told him how much I liked the book. "It's always nice to have an admirer," he replied. I'm sure it is!

A. My neighbor, Paul,
(B.) november
C. interview
D. he replied.

57. Lisa my cousin, is learning how to drive. When she has had sufficient practice, she will make an appointment for her road test. I can't wait until she gets her driver's license.

(A.) Lisa my cousin,
B. sufficient
C. driver's
D. license

58. Have you ever gone to a scary movie at night by yourself? If you haven't, it is really an experience – especially if you have to walk home alone. I certainly avoid this around halloween.

A. yourself
B. haven't
C. especially
(D.) halloween

59. One of Randy's favorite activities is babysitting. He says that its a good way to earn extra spending money and that he enjoys entertaining young children. He has spoken with someone at Smith's Nursery School about becoming a child care worker after he finishes school.

A. activities
(B.) its
C. entertaining
D. Smith's Nursery School

60. Saturday's basketball game at Lincoln High School was outstanding. I have never screamed so much. Toward the end, Jan said, "This is enough to make my heart stop." I agreed but was to hoarse to speak.

A. Lincoln High School
B. outstanding
C. said, "This
(D.) to

A. Proofread and identify a mechanical error in a writing sample

Directions for questions 19-24:
Proofread each paragraph and find the error that should be corrected. Mark the letter that indicates where the error is located.

19. Our class is planning a big party at the end of the football season. All of us will help with the decorating and cooking. The party will be held on the Saturday after thanksgiving. I hope that all of you will come.

A. season.
B. us
C. decorating
(D.) thanksgiving.

20. Elena works in a movie theater after school and on Saturdays. She does all kinds of work their. She sells tickets, makes popcorn, and helps elderly people find seats in the theater. She says her favorite part of her job is seeing all the new movies for free.

A. Saturdays.
(B.) their.
C. elderly
D. favorite

21. Lisa and Donna were caught in the rain one hot July day. Both of them got soaked. "We shouldn't complain," Said Lisa. "If this were winter, we'd be shivering now!"

A. caught
B. July
(C.) complain." Said
D. we'd

22. Sara and Herschel were arguing about a book. Sara said it was her's. Herschel said it wasn't. "Well then," said Ms. Jackson, "if you two can't agree, we'll just have to cut the book in half, won't we?"

A. arguing
(B.) her's
C. wasn't.
D. won't we?"

23. "I really apreciate the present, Aunt Julia," said Paul. "But I already have a blue sweater. Do you mind if I exchange it for a red one?"

(A.) apreciate
B. present,
C. "But
D. already

24. Susan my oldest sister, goes to college in San Diego, California. She is studying to be a veterinarian. Susan says that she loves the climate and would like to settle in California permanently.

(A.) Susan my oldest sister,
B. San Diego,
C. veterinarian.
D. permanently.

B. Recognize mechanical error in a writing sample and select appropriate correction

Directions for questions 61 - 66:
Read each sentence or group of sentences. One of the underlined words or phrases contains an error. Read the answer choices and choose the appropriate correction.

61. One of the goals of his term as mayor is to encourage industrial growth. He's said repeatedly that there is no place for lazy people in city goverment.

A. goals'
B. Mayor
C. their
(D.) government

62. While we were driving south on route 27 this morning, I remembered I'd left my purse at the hospital.

A. South
(B.) Route 27
C. I'de
D. Hospital

63. Graig Nettles is my favorite athelete. He fields well, speaks with young fans, and rarely yells at the umpires.

A. favrite
(B.) athlete
C. well
D. Umpires

64. I couldn't believe my eyes when I saw Olivia sitting right across from me in the restrant.

A. couldnt'
B. beleive
C. acrost
(D.) restaurant

65. "Why'd we start competing so hard?" Asked Maria.

A. Wide
B. compeating
(C.) asked
D. Maria?

66. Joyce and Andy quickly had a second piece of pie. Then they ran off to the Football game with Len. We won the game!

A. Joyce,
B. peice
(C.) football
D. one

B. Identify mechanical error in a writing sample and select appropriate correction

Directions for questions 61-66:
Read each sentence or group of sentences. One of the underlined words or phrases contains an error. Read the answer choices and choose the appropriate correction.

61. Jamies goals as president of the sophomore class are to improve school spirit and raise enough money to hold a great party at the end of the year.

(A) Jamie's
B. sophmore
C. sprit
D. party.

62. "I really think you'd better sit that heavy tray down now," said Katy.

A. realy
(B) set
C. now"
D. Said

63. Jim and I were going to Westmont High, and my little sister said she wanted to come, to.

A. we're
B. Westmont high
C. Sister
(D) too

64. Bruce Jenkin is the best athlete in our class. He is the star of our football team. In the big game Saturday at George Washington stadium, Bruce will do great, we're sure.

A. athelete
B. team:
(C) George Washington Stadium,
D. were

65. We students sincerely enjoyed the tour you gave us of the fasilities of the hospital.

A. Us students
B. sincerly
(C) facilities
D. Hospital.

66. "If you're disappointed," said Aunt Louise, "then you should of entered the contest."

A. your
B. dissapointed,"
C. "Then
(D) should have

ESSAY TOPIC SHEET

NAME _____

SCHOOL _____

FOLDER
NUMBER _____

GENERAL DIRECTIONS

This is Part I of the Writing Test. This part consists of one writing exercise in which you will be expected to show how well you can write. For the exercise, you will write an essay on the stated topic. This essay will be read and scored by educators and will be returned to your school afterwards. You also have received a "Writing Checklist" card which lists important points for you to remember as you write your essay.

You will have 30 minutes to complete your essay. You may wish to take the first few minutes to think about how you will organize what you have to say before you begin to write. If you wish to make an outline or any notes, use the space for **NOTES** provided on the back of this sheet. This space is meant to help you plan your essay, but your notes will not be scored. All that will be scored is the essay you write on the two lined pages provided in your answer folder. You must use either a black pen or a #2 pencil to write your essay, and you may either print or write the essay.

Do your best to write a clear, well-organized essay. You may not use a dictionary or any other referenced materials during the test. If you finish before time is called, go back over the essay using the Writing Checklist to improve what you have written. Then close your folder and wait quietly until you receive further instructions.

ESSAY TOPIC - 1983-84

THINK OF SOMETHING IMPORTANT THAT HAPPENED IN YOUR LIFE. IT MAY HAVE BEEN HAPPY OR SAD, PAINFUL OR ENJOYABLE. WRITE AN ESSAY IN WHICH YOU TELL WHAT HAPPENED AND WHY IT WAS IMPORTANT TO YOU.

ESSAY TOPIC - 1984-85

THINK ABOUT A TASK YOU HAVE HAD TO PERFORM THAT YOU DIDN'T LIKE. IT COULD BE A JOB YOU HAVE HAD, A HOUSEHOLD CHORE, OR SOMETHING THAT YOU WERE REQUIRED TO DO. WRITE AN ESSAY TELLING ABOUT THE TASK AND WHY YOU DIDN'T LIKE IT.

HIGH SCHOOL PROFICIENCY TEST SUBJECT BOOKLET

WRITING

FEEDBACK FORM

Please respond to the questions below after you have had the chance to examine or use this booklet. Where written responses are requested, answer as specifically as possible. Thank you for your cooperation.

I. For each of the following sections of the booklet listed below, indicate how new the information provided was to you:

		Not New at all	Somewhat New	Very New	All New
1.	Writing Committee Report	1	2	3	4
2.	HSPT Writing Skills Array	1	2	3	4
3.	Conditions Used to Construct Test Items	1	2	3	4
4.	Previous Years' HSPT Items	1	2	3	4

II. For each of the following sections of the booklet listed below, indicate how useful the information provided was to you:

		Not Useful at all	Somewhat Useful	Very Useful	All Useful
1.	Writing Committee Report	1	2	3	4
2.	HSPT Writing Skills Array	1	2	3	4
3.	Conditions Used to Construct Test Items	1	2	3	4
4.	Previous Years' HSPT Items	1	2	3	4

III. How did you receive this booklet? Did you also receive training in its use? How does the content of this booklet relate to the content of the training?

IV. Describe (be specific, please) any changes you have made based on information contained in this booklet. Are any other changes anticipated?

V. What additional information or training would you still like to receive?

VI. Additional remarks?

Your Position_____

Current Grade Level(s)_____

Year teaching_____

(optional)

Name_____

District_____

Please return this feedback form to:

New Jersey State Department of Education
Division of General Academic Education
Bureau of Academic and Cognitive Skills
225 West State Street
CN 500
Trenton, New Jersey 08625

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